

# Woodland Public Schools - COVID-19 Reopening Plan 2020-2021

Revised and Updated January 13, 2021

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## Introduction

Our goal is to serve the educational and associated support needs of all students effectively and return them to school as soon as we can reasonably assure the safety and health of students, staff, and the community.

This revised reopening plan is reflective of the ongoing work of school and district level teams that have met beginning last spring and summer to evaluate the risks associated with reopening schools and the steps necessary to mitigate the risks, thus seeking to protect the safety and health of our students, our staff, and our community. Our aim in this plan is to return to face-to-face learning as soon as safely possible. Regionally, school districts are working closely with public health officials to guide our planning and recommendations.

The course of the pandemic in our nation, state, and the region has continued to evolve, as has research on transmissibility within schools and among school aged populations of students. On December 16, 2020, Governor Jay Inslee announced significant changes to the [Department of Health school reopening guidance](#) and, as a result, there have been adjustments to our planning that have been based on revised guidance from multiple jurisdictional agencies, including the Federal Centers for Disease Control (CDC), the Washington State Department of Health (DOH), the Washington State Department of Labor and Industries (L&I), and the Office of the Superintendent of Public Instruction (OSPI). Guidance continues to change as more information regarding COVID-19 and its transmission within schools and communities is learned.

Thank you for your continued patience and understanding as we work with evolving data and guidance to revise and implement a plan that meets the specific needs, attributes, and other unique characteristics of our district.

## Predicate for School Reopening Plan

In May 2020, The Centers for Disease Control and Prevention published on [their website](#) considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. This website states:

*“The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:*

- **Lowest Risk:** students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days, and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** full-sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.”

## 2020-2021 Reopening History

On Friday evening, July 31st, Dr. Steven Krager, MD, MPH, the Cowlitz County Deputy Health Officer<sup>1</sup> transmitted a letter to Cowlitz School District Superintendents which stated, in part:

*“We all want our children to go back to school, as the benefits for students and families are obvious. However, with the current disease burden in Cowlitz County, we recommend at this time that school districts in the county start the school year with distance learning and continually re-evaluate conditions. Our concern is that with high community transmission, the risk of outbreaks in schools is elevated, which could lead to schools closing again quickly. We have some indications that rates of new infections have started to flatten in Cowlitz County and if this trend continues, we are optimistic that conditions for having in-person school will be safer soon.”*

Based on the guidance from the Cowlitz County Department of Health and Human Services and administrative recommendation, the school board made the determination to start the 2020-2021 school year with distance learning and continue to evaluate conditions.

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<sup>1</sup> Clark and Cowlitz Counties share health officers. Prior to COVID-19, Dr. Alan Melnick, MD, MPH, CPH served as the sole health officer for both counties. Recently Dr. Krager was hired and serves as the de facto lead public health officer for Cowlitz County.

On August 12, 2020, the Woodland Public Schools Board of Directors adopted [Resolution 20-10](#). This resolution adopted the first version of the [Woodland Public Schools reopening plan](#) for the 2020-2021 school year. This resolution directed the superintendent to monitor the circumstances related to reopening schools and revise and update the reopening plan as needed.

The guidance from the Cowlitz County Department of Health and Human Services issued between September 21 and October 5 was:

*“With the recent spike in cases, CCHHS recommends school districts approach in-person learning with caution. We support districts considering expanding in-person learning to elementary students as described by the WA Department of Health Decision Tree with the understanding that if activity rates continue to rise, a switch back to remote learning could be appropriate. If rates remain in the high range for greater than 3 weekly reports or if COVID-19 activity continues to accelerate, we will recommend that all school districts return to remote learning.*

*We acknowledge the difficult balance of weighing the risk of COVID-19 infections in schools with the needs of children and families that in-person school helps address. We also acknowledge that each school district has different circumstances, and support school districts remaining in remote learning while we observe the extent of this spike in cases. We will continue to work closely with school districts to provide individualized guidance as local circumstances warrant”<sup>2</sup>*

Through September and into October, COVID-19 infection rates as reported by Cowlitz and Clark Counties remained high. Beginning on October 9, 2020, the infection rates dropped below what was, at that time, identified as the “High” range of a 14-day average of >75 cases per 100,000 residents.

On Monday, October 12, 2020, the Cowlitz Health officials updated their recommendation to:

*“With Cowlitz County’s return to the moderate activity level after a recent spike in cases, CCHHS recommends school districts continue to approach in-person learning with caution. Our current recommendation considers that some school districts postponed in-person learning until we knew the extent of our spike in cases after the Labor Day holiday even though rates had been in the moderate range more than three weeks in September.*

- *For school districts currently in all-remote learning, because the spike in cases was short-lived, these school districts can plan a return to in-person learning for elementary students, as described by the DOH Decision Tree.*

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<sup>2</sup> Guidance Posted on Cowlitz County School Data Reports at <http://www.co.cowlitz.wa.us/2750/COVID-19-Data-Reports-and-Presentations> between 9/24 and 10/5

- For school districts that have begun in-person learning, these districts can begin planning to expand to more grade levels (middle and high school students), but we recommend waiting to expand until 3 weeks of moderate activity has been sustained.

*If case rates accelerate after expansion, or if rates enter and remain in the high range for more than 3 weeks, we will recommend that all school districts return to remote learning."*

On October 6, 2020, Washington Governor Jay Inslee announced [several changes to the Washington Safe Start reopening plan](#). Among the changes identified were modifications to guidance specifically related to [guidelines related to youth and adult sports](#). The guidance document was developed by the Governor's Office with the collaboration of the Washington State Department of Health (DOH) and the Washington Interscholastic Athletic Association (WIAA). These changes supersede contradictory guidance provided in the DOH document "[Decision Tree for Provision of In-Person Learning among K-12 Students...](#)"

[On October 14, 2020, the Board of Directors approved a revised reopening plan](#) that provided additional flexibility to allow the superintendent broader discretion and ability to offer face-to-face instruction to more students.

On November 3, 2020, Woodland Public Schools began to serve students in grades K-4 in a hybrid instructional model. In this model, students attended school two days per week, received synchronous remote instruction one day per week, and engaged in asynchronous learning two days per week. As the local rates of infection increased in November, and operating under the guidance of Cowlitz Public Health officers, the superintendent returned students in grades 2-4 to remote instruction beginning November 30, 2020.

Following the afternoon release of revised [DOH guidance](#) on December 16, 2020, and discussion with the board at their regular December 16<sup>th</sup> meeting, the superintendent announced the return of hybrid learning to all K-4 students beginning the week of January 4, 2021.

## Washington State Department of Health Guidance and Requirements:

Over the course of the pandemic, the State Department of Health (DOH) has released several documents that provide guidance and communicate requirements to K-12 schools in the state. Two sets of documents are particularly germane to this plan:

### 1) Risk Reduction Guidance

In late May 2020, the DOH released [K-12 Schools -Summer 2020 Guidance](#). This document covered elements designed to protect students and staff from COVID transmission. Subsequent to this publication, on June 11, 2020, the OSPI published [Reopening Washington Schools 2020 District Planning Guide](#) which incorporated, beginning on page 16, the Health and Safety Requirements of the DOH.

The DOH has updated these requirements several times this fall. The current iteration is titled "[K-12 Schools 2020-2021 Guidance](#)."

The documents are built around nine (9) key principles for reducing potential exposures:

*The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:*

- **Keep ill persons out of school** — educating students, families, and staff to stay home when sick and using screening
- **Cohorts** — conducting all activities in small groups that remain together over time with minimal mixing of groups
- **Physical distancing** — minimizing close contact (less than six feet) with other people
- **Hand hygiene** — frequent washing with soap and water or using alcohol-based hand gel
- **Protective equipment** — use of face coverings or shields and barriers
- **Environmental cleaning and disinfection** — especially of high-touch surfaces
- **Improve indoor ventilation**
- **Isolation of sick people and excluding exposed people**
- **Low Risk Spaces** — outdoor activities are safer than indoor activities

In alignment with these principles, the documents discuss requirements regarding many functions of school operations:

- People at High Risk
- Drop-Off and Pick-Up
- Health Screening at Entry
- Grouping Students
- Physical Distancing
- Meals
- Hygiene Practices
- Cloth Face Coverings

- Bus Transportation
- Response if Someone Develops Signs of COVID-19
- Cleaning and Disinfecting Procedures

The district has been thorough and diligent to plan for effective risk mitigation in compliance with the requirements of DOH and in alignment with [Governor Inslee's Proclamation 20-09.3](#), which, among other requirements, mandates compliance with these DOH guidelines.

One of the more challenging areas of planning is in the area of grouping students. The ideal is that all students are strictly cohorted, eliminating, or strictly limiting interaction between cohorts of students. The way in which elementary schools and secondary schools operate varies significantly, largely based on the way instruction is delivered to students and the way the curriculum is differentiated for learners of different performance levels. As a result of these differences, we can strictly cohort students at the elementary level much more easily than we are able to with older grade levels.

## 2) Guidance on resuming in-person instruction

On August 5, 2020, the State of Washington Department of Health (DOH) released a document titled "[Decision Tree for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic](#)."<sup>3</sup> The expressed purpose of which is "to assist local health officers and school administrators in making decisions around resuming in-person instruction for public and private K-12 schools during the COVID-19 pandemic."

On December 16, 2020, the document was renamed "[Tools to Prepare for Provision of In-Person Learning among K-12 Students at Public and Private Schools during the COVID-19 Pandemic](#)" The document contained several significant changes, including:

- The Department of Health (DOH) revised the metrics to inform local decisions around the provision of in-person learning and the risk of transmission of COVID-19 in school environments. These revisions were based on emerging research and data gathered by state and national officials.
- These changes include revisions to the COVID-19 incidence rates to consider when making decisions about who to prioritize in-person learning for and further clarification that local leaders should consider test positivity and trends in cases and hospitalizations to inform decisions around in-person learning.
- DOH defined a maximum 'small group' size of 15 for learning when disease activity is high and defined our 'youngest learners.'
- DOH moved away from a 'decision tree.' This toolkit now includes two checklists that ensure readiness to implement all required DOH Health and Safety Measures and LNI requirements and a matrix that summarizes our recommendations for the provision of

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<sup>3</sup> This document has been updated from its original issuance, [Most recently on October 16, 2020](#). It was replaced on December 16, 2020.

in-person learning based on the community's metrics. The introduction and background sections were updated to reflect the rationale for the changes.

We have significantly revised the previously approved reopening plan along with metrics that, along with collaboration with regional public health officials, supports a reasoned approach to safely reopening schools where we can best support the learning and achievement of all students.

### Summary of DOH Revisions

The DOH, in their [December 16 guidance](#), provided this summary (p6):

Taken together, the science and early experience of schools in Washington state and across the nation suggest that rigorous health and safety measures can limit transmission of COVID-19 in the school environment. DOH recommends comprehensive and strict health and safety measures (PDF) to minimize the risk of transmission within schools, and Proclamation 20-09.3 requires schools to implement them. These measures include all five of the CDC's key mitigation strategies.<sup>15</sup> Checklists that summarize these requirements follow on the next page.

Given this, DOH recommends continued, cautious in-person learning can occur at community COVID-19 rates higher than established in the initial versions of this framework. The updated case rates in this version reflect DOH's best estimate of appropriate parameters given these findings.

- **High COVID-19 activity:** At this level, DOH recommends in-person learning for pre-K through grade 5. Schools should prioritize the youngest learners—pre-K, Kindergarten, and grades 1-3—and those with the highest needs (from any grade), such as students with disabilities, students living homeless, or those farthest from educational justice, using small group instruction of 15 or fewer students and strict cohorting due to the level of community transmission. Then phase in grades 4-5, similarly in small groups.
- **Moderate COVID-19 activity:** At this activity level, DOH recommends careful phasing in of in-person learning starting with any elementary students not already in-person and middle school students. Then over time, adding high school after middle school and when rates drop below 200 cases per 100,000 over 14 days.
- **Low COVID-19 activity:** At this activity level, DOH recommends the provision of in-person learning for all students, prioritizing full time in-person learning for elementary students. If space allows, full time in-person learning can be added for middle and high school students.

The following revisions to the 20-21 School Reopening Plan are reflective of revised DOH guidance and have been prepared for school board consideration and approval at their regular meeting of January 13, 2021.

## Woodland Public Schools Provision of In-Person Learning Matrix

		High	High Moderate	Low Moderate	Low
<b>COVID-19 Activity</b>		>350 cases/100K/14 Days Test Positivity >10%	>200-350 Cases/100K/14 Days Test Positivity 5%-10%	50-200 Cases/100K/14 days Test Positivity 5%-10%	<50 cases/100K/14 days Test Positivity <5%
<b>Education Modality</b>	<b>Elementary (K-4)</b>	Small Group “Hybrid Learning” (R/AA/BB schedule)	Begin phase-in of 5 day per week face-to-face learning with hybrid day (music/art/PE provided remotely)	5 day/week face-to-face learning with hybrid day (music/art/PE provided remotely)	5 day/week face-to-face learning with hybrid day (music/art/PE provided remotely)
	<b>Middle School (5-8)</b>	Distance Learning Small Group instruction of students with disabilities, students living homeless, and those furthest from educational justice	Cohort Group “Hybrid Learning” (R/AA/BB schedule) <sup>4</sup> 4-5 day/week face-to-face instruction for some students with disabilities, etc.	Cohort Group “Hybrid Learning” (R/AA/BB schedule) <sup>6</sup> 4-5 day/week face-to-face instruction for some students with disabilities, etc.	Cohort Group “Hybrid Learning” (R/AA/BB schedule) <sup>6</sup> 4-5 day/week face-to-face instruction for some students with disabilities, etc.
	<b>High School (9-12)</b>	Distance Learning Small Group instruction of students with disabilities, students living homeless, and those furthest from educational justice	Distance Learning Small Group instruction of students with disabilities, students living homeless, and those furthest from educational justice	Cohort Group “Hybrid Learning” (R/AA/BB schedule) <sup>6</sup> 4-5 day/week face-to-face instruction for some students with disabilities, etc.	Cohort Group “Hybrid Learning” (R/AA/BB schedule) <sup>6</sup> 4-5 day/week face-to-face instruction for some students with disabilities, etc.
<b>Extra-Curricular Activities</b>		Cancel or postpone most in-person extra-curricular activities except those allowed under Safe Start and Governor’s proclamations on COVID-19	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor’s protocols and Governor’s proclamations on COVID-19		
<b>Transition</b>		<p>Decisions regarding transitions between education modalities will be informed by:</p> <ul style="list-style-type: none"> <li>• Ongoing collaboration with Cowlitz County and Clark County Public Health Officers</li> <li>• Trends in cases, test positivity, and hospitalizations</li> <li>• Woodland Schools demonstration of the ability to limit in-school COVID-19 transmission</li> <li>• Consideration of other health and education risks and benefits to children and their families</li> </ul> <p>At any COVID-19 Activity Level, transition temporarily to full remote learning for 14 days when school meets criteria for a COVID-19 outbreak in school in <a href="#">DOH’s K-12 Schools 2020-2021 Guidance</a> (pages 15-16) or on recommendation from local health officer</p>			

<sup>4</sup> During the COVID-19 pandemic physical distancing of 6 feet must be maintained in classrooms. The resulting capacity limitations prevent full-time face-to-face learning for Middle School and High School students.

## Education Modality: Distance Learning

In the Spring of 2020, we were thrust into offering a distance learning program with very little preparation, inadequate ability to support students, their families, and staff with the tools and technology support they needed to ensure the success of all students. Schools were closed state-wide by Washington State Governor Jay Inslee with the issuance of [Proclamation 20-09](#), which expanded to schools state-wide [Proclamation 20-08](#) and explicitly prohibited in-person educational, recreational, and other K-12 school programs using their school facilities. This strict prohibition exacerbated the challenges we faced in offering high-quality distance learning.

Distance learning will look very different from the program we were able to offer in the spring of 2020.

	Spring 2020	2020-2021 School Year
Materials and Technology	Woodland HS 1:1 Chromebooks. For all other students, we tried to provide Chromebooks. Families had the option of printed learning packets.	Woodland HS and Woodland MS will have 1:1 Chromebooks available. If we can acquire them, Chromebooks will be distributed to all students P-12.
Connectivity	Many of our students and some staff lacked connectivity to be able to support learning. Some accommodations for this included: <ul style="list-style-type: none"> <li>• Distribution of a limited number of Verizon Hotspots.</li> <li>• Addition of parking lot WiFi zones to allow access from cars.</li> </ul>	Recognizing that the lack of high-speed internet access is a major impediment to students ability to access high-quality distance education and that this disproportionately impacts students whose families are experiencing poverty, the state is investing CARES act resources to provide students who receive free and reduced internet access for one year. In addition, the district is working to acquire additional hotspots to support learners in rural areas of the school district who cannot otherwise access high-speed internet.
Expectations of Educators	In alignment with the Governor’s “Stay Home-Stay Healthy” order, Educators worked from home. Though the vast majority of school staff worked very hard, there was a public perception that teachers were “on vacation” and not investing in	Both certificated and classified staff will be required to work from school. <sup>5</sup> Educators will work in a designated space and adhere to PPE and physical distancing requirements. This will allow teachers to receive support with technology, coaching, and curricular

<sup>5</sup> In alignment with Inslee [Proclamation 20-46.1](#) High Risk Employees, as [defined by the CDC](#), can request accommodations that may, if reasonable, include working from home.

## Education Modality: Distance Learning

	<p>delivering high-quality educational experiences for students. Because of the variance in the quality of connectivity and impacts of individual family support needs, the quality and capacity for instructional delivery varied significantly.</p>	<p>support and work collaboratively with administrators, teachers, paraprofessionals, and specialized educators.</p>
Instructional Time	<p>OSPI provided guidance to school districts in the Spring of 2020 that suggested the following “Maximum student commitment each day.”</p> <p>Recommended guideline</p> <ul style="list-style-type: none"> <li>● Pre-K: 30 minutes</li> <li>● Grades K-1: 45 minutes</li> <li>● Grades 2-3: 60 minutes</li> <li>● Grades 4-5: 90 minutes</li> <li>● Grades 6-8: 20 minutes per class (2.5 hours maximum per day)</li> <li>● Grades 9-12: 30 minutes per class (3 hours maximum per day)</li> </ul> <p>The agency waived the annual instructional hours requirement (an average of 1027 instructional hours per grade level).</p>	<p><a href="#">WAC 180-16-200 Total instructional hour requirement</a> is not anticipated to be waived for 2020-2021. This equates to about 5:45 hours per day for each of the 180 days of the school year. Teachers will be asked to plan instruction and instructional activities for students that will meet this requirement. A portion of the school day will be spent in synchronous online instruction with classes, groups, and individuals. Synchronous whole group instruction will be recorded, so it is available for students who are unable to participate synchronously. Students will also have time within the school day to work independently or in small groups (using Google Meet) to complete related instructional activities.</p>
Curricular Content	<p>New content was largely limited, given the limitations on time, materials, connectivity, and accountability.</p>	<p>New content will be delivered to all students that will be focused on critical standards.</p>
Teacher Preparation	<p>Preparation for quality remote teaching was very limited in the spring of 2020. Woodland High School staff were the most well prepared because of the training they had received on Google Classroom in the prior two years as the school was implementing its 1:1 initiative.</p> <p>All school districts certificated, and some classified staff were asked as a</p>	<p>It is expected that all staff, with the exception of the teachers new to our school district in 2020-2021, have a basic understanding of the district selected learning management system (Google Classroom).</p> <p>With school board approval, the administration will request a 5 day <a href="#">waiver</a> of the <a href="#">180 day school year requirement</a>. This waiver will allow</p>

## Education Modality: Distance Learning

	<p>part of their professional responsibilities to complete online Google Classroom training. In addition, Technology Director Rippl provided synchronous training online.</p> <p>There was very limited training on how to effectively develop and deliver high-quality and engaging lessons in an online environment.</p>	<p>the district to use three bargained days prior to when students begin the school year (September 1-3) to ensure teachers are well prepared for remote instruction. Teachers will receive additional training on the development and delivery of high-quality remote instruction. They will have planned time to collaborate together and develop quality instructional units.</p> <p>The District will reserve two days for use on October 8 &amp; 9 to evaluate, retrain, and recalibrate instruction to ensure its impact and effectiveness.</p> <p>In addition, there will be ongoing coaching support for staff through the school year.</p>
Family Engagement	<p>In the spring, the transition to remote learning was very quick, with a one-day turnaround. The teachers reached out to students and families in an attempt to engage students with varied results. Some students disengaged partially or entirely.</p> <p>The OSPI mandates on grading from the state created a disincentive for students, particularly students at the high school level, to continue to actively engage in learning.</p>	<p>Three days (September 1-3) will be utilized by teachers to personally and meaningfully engage each student in the district and their families. The purpose of these contacts will be to 1) Provide materials, texts, and Chromebooks to each student, 2) Identify any existing or anticipated barriers to student success 3) Determine what additional supports may be needed to fully support students academically and socially/emotionally. It is expected that IEP teams will meet prior to or during this time to identify supports for students with Individualized Education Programs and identify needed supports, including in-person instruction, if appropriate.</p>
On-Site Support	<p>Governor Inslee's <a href="#">Proclamations 20-09</a> and <a href="#">20-08</a> explicitly prohibited in-person educational, recreational, and other K-12 school programs using</p>	<p>A limited number of students will be served on-site by certificated faculty and classified staff. Students served will be individually determined by IEP</p>

## Education Modality: Distance Learning

	<p>their school facilities. As a result, we were unable to offer direct face-to-face supports to learners, including the most at-risk, within the schools.</p>	<p>teams and building teams. Decisions will be data-based. Group sizes, health screening procedures, PPE requirements, and physical distancing requirements will be strictly enforced.</p>
<p>Extracurricular Activities</p>	<p>No extracurricular activities or athletics are allowed.</p>	<p>Clubs and other groups can meet virtually or in small groups of 6 (plus advisor) or fewer.</p> <p>Athletic team practices and/or training may resume for all sports under the following guidelines:</p> <ul style="list-style-type: none"> <li>• Pods of 6 will be established and maintained per sport (coaches may float).</li> <li>• Social distancing of 6 feet will be maintained with no physical contact between athletes.</li> <li>• Compliant masks will be worn at all times indoors. Masks may be removed during strenuous activity outdoors.</li> <li>• Programs adhere to sport specific guidelines that have been established by Woodland Public Schools for stage 1.</li> </ul>

## Elementary Small Group “Hybrid Learning” Models

	Traditional Elementary Structure	2020-2021 R/AA/BB Hybrid Structure	2020-2021 School Day Hybrid Structure
Instructional delivery	Face-to-face learning is offered for all students 5 days per week, and an average of 6 hours, 30 minutes per day.	Students in classrooms are divided into two cohorts (A & B). All students receive remote whole class and small group learning on Mondays. All students have two days of live learning and two days of asynchronous remote learning.  PE, Art, and Music are taught through distance learning five days per week.	Face-to-face learning is offered to all students 5 days per week. Live learning is offered for 5 hours, 45 minutes each day, and 1 hour of daily at-home distance learning in P.E., Art, and Music is provided to all students.
Daily Health Screening	Students are not pre-screened. If we suspect illness, the school nurse or other staff assess and screen the student's symptoms to determine if they should be sent home.	Parents of all students and each member of the staff will be required, prior to attending each day to “attest” to their health status per the requirements of the DOH. This will be done electronically. If a student arrives at school without an attestation, the classroom teachers will be responsible for checking for symptoms and fever.	
Curriculum	Content is in all of the core subjects of Mathematics, ELA, Science, Social Studies.  In addition, nine (9) content area specialists provide standards-based lessons in visual arts, physical education, music, and social/ emotional learning.  These content area specialists also provide an opportunity for contract required scheduled classroom preparation time for classroom teachers.	At school and at-home learning content will be provided in the core subjects of Mathematics, ELA, Science, and Social Studies. Mathematics and ELA will be the priority.  Three (3) content area specialists will provide asynchronously-delivered standards-based lessons in visual arts, physical education, and music for at home learning.	At school, the content will be provided in the core subjects of Mathematics, ELA, Science, and Social Studies. Mathematics and ELA will be the priority.  Three (3) content area specialists will provide asynchronously-delivered standards-based lessons in visual arts, physical education, and music for at home learning.

<p>Class Sizes</p>	<p>The CBA with WEA sets elementary class-size maximums of:  K-1 = 22  2-3 = 24  4 = 28</p> <p>It is typical to have class sizes near these levels.</p>	<p>5 teachers (4 FTE) have been shifted from content area specialist assignments into regular classroom assignments. This shift will allow for the reduction of class sizes so that no grade is anticipated, based on current numbers, to be over 22 students. Average A &amp; B cohort size will be 10-11 students with no group over 15.</p>	<p>5 teachers (4 FTE) have been shifted from content area specialist assignments into regular classroom assignments. This shift will allow for the reduction of class sizes so that no grade is anticipated, based on current numbers, to be over 22 students.</p>
<p>Classroom Physical Distancing</p>	<p>Teachers traditionally have had a great deal of flexibility in the way they set up their classrooms. It has been typical to group students around shared tables, or partners, triads, or quads. Grouping of students was intentional and focused on maximizing engagement and learning. Most of the classroom furniture is designed for this type of grouping.</p>	<p>Evidence suggests that viral transmission is increased by sustained contact between individuals<sup>6</sup>. As a result, all classrooms must be able to accommodate individuals in the classroom in such a manner that they can exercise consistent six-foot physical distancing from other teachers and students.</p> <p>The district has acquired enough single student desks to allow distancing in classrooms. Classroom floors have been marked with desk locations to ensure the distances are maintained. Teachers will face new challenges in how they engage students in collaborative work.</p>	
<p>Cohorting of Students<sup>7</sup></p>	<p>Students have not been cohorted. There is traditionally significant interaction between students outside of their regular classrooms in specialized classrooms (Special Ed, ELL, LAP, etc.) and at lunch and recess.</p>	<p>Students will, to the greatest extent possible, be served within their classroom cohort. When grade levels are served in specialized classrooms, the support will be targeted by the classroom cohort to avoid potential viral spread outside of that cohort. Transitions within the school will be coordinated and regulated to support student health and safety. Playgrounds will be zoned, and students will be asked to play with others in their classroom cohort.</p>	

<sup>6</sup> The current DOH document states, “Maintaining six feet of distance is most important when students or staff will be engaged in something for more than a few minutes, like during class reading or quiet time, or eating lunch. There may be brief moments, such as passing by others in the hallway or during play at recess when students are less than six feet apart from each other.”

<sup>7</sup> DOH Fall Guidance requires a shift to remote learning for a single cohort of children that has two confirmed cases in a 14-day period. If we do not cohort and the DOH determines transmission is occurring at school then the entire school could be required to shift to remote learning.

Meals	Congregate meal service is the norm. We have large rectangular tables that seat between 16 and 20 students at each table. In each of the three elementary schools, we have room for congregate feeding based on a fairly compressed time schedule.	With physical distancing, the large rectangular tables can seat three students. With additional seating needed, the schools have developed plans to: 1) Expand the student eating areas into gymnasiums and other areas. Increase the number of lunch periods to reduce the number of students at any one time and allow for table surfaces to be sanitized between groups.
Pupil Transportation	School buses are designed to fit large numbers of students, three to a seat with seats spaced about thirty inches between rows.	We will actively encourage parents to drive or walk their children to school. The DOH allows us to not follow the physical distancing requirements while transporting students with the requirement that students and the driver wear face coverings and the strong recommendation that windows remain open and that seating occurs to maximize the spacing of students. KWRL has worked out a series of protocols to ensure that these expectations are addressed.
Drop Off/Pick Up	These activities are designed for safety and efficiency. Each school's unique layout drives the way this is organized in each school.	Each school, because of the uniqueness of layouts, are developing plans to manage the arrival and dismissal of students and the parent and school bus drop off and pick up with the goal of maximizing student health safety.
Hygiene	Students are given the opportunity to wash hands at sinks, and waterless hand sanitizer is provided optionally to students.	It is difficult, given the number of sinks available for handwashing, to promote proper handwashing as frequently as is necessary to protect students. We have acquired enough alcohol-based (60%+) hand gel to allow frequent student hand sanitization. Students will be taught and encouraged to avoid touching their eyes, nose, and mouth.
Cleaning	Classroom cleaning has traditionally occurred on a nightly basis by our custodial staff and has been focused more on appearance than deep sanitation.	The custodial staff have been trained and will be focused on the deep sanitization of classroom spaces daily. We will monitor the workload of custodial staff and may adjust other non-sanitary cleanings to ensure high touch surfaces will be regularly cleaned.
Volunteers	Classroom volunteers and "Reading Buddies" are	Volunteers will be very limited and rarely used.

	critical elements of our program.	
Extracurricular Activities and Assemblies	Extracurricular activities or assemblies are allowed.	There will be no extracurricular activities or assemblies at the elementary level.

**Secondary (MS/HS) Small Group “Hybrid Learning” Models**

Given the structure of the way secondary schools are operated, difficult choices must be made between severely limiting course diversity and opportunities for differentiated learning (e.g., advanced math, honors, remedial instruction, AP, College in HS, Career and Technical Education, etc.) and putting students in strict cohorts. We have chosen to divide our Middle School into 8 cohorts (5A/5B, 6A/6B,7A/7B, 8A/8B) (with limited crossover) and the High School into 2 cohorts (A/B).

Because of the limited ability to establish small cohorts at the secondary level, we must approach reentry of students to face-to-face learning with due caution.

Many mitigation elements identified for the K-4 Small Group Learning Model will apply to grades 5-12, including screening, meals, hygiene, transportation, and drop off/pick up. Other elements will be modified as follow:

Physical Distancing	Each classroom at WMS and WHS has been measured to determine the maximum number of students that are able to be accommodated with six-foot distancing. Each cohort will be limited by the available space within the classroom (typically 20-22 students). Desks will be arranged, as they are at the elementary level, to ensure distancing is maintained.
Schedule	The school day will be the same length as in previous years, and the schedule of class periods will be similar. The High School will lengthen their first period to account for an increased time associated with health screening (the MS already has an extended first period). Instruction will be shortened for a few minutes to allow surface cleaning between classes.
Cleaning	Daily cleaning will be similar to that described at the elementary level. In addition, the cleaning of classrooms will occur between class periods. The procedure for classroom cleaning is still being established.
Extracurricular activities and athletics	At the high school level team, practices and/or training can continue for all sports. All practices and/or training will be in alignment with guidance issued by the governor’s office, Washington State Department of Health, and the <a href="#">WIAA</a> within the moderate risk range of allowable sport specific activities.  All clubs/groups may meet in person, in groups of 15 students or fewer.